Reading NC Check-Ins
Grades 3–8
Assessed Content Standards and Structure

NC Check-Ins Overview and Purpose

NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards in Reading for grades 3–8 developed by the North Carolina Department of Public Instruction (NCDPI). There are three NC Check-Ins at each grade level administered after approximately nine weeks of instruction. Each NC Check-In window is open approximately two months for administration and review (NC Check-In 1, October–November; NC Check-In 2, January–February; NC Check-In 3, March–April). For Reading, each NC Check-In focuses on a selected sub-set of grade-level content standards.

The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action-data and a reliable estimate of students' current performance on the selected sub-set of content standards. A secondary purpose is derived from NC Check-Ins strong relationship with grade level end-of-grade (EOG) summative test. Both EOGs and NC Check-Ins share a common item bank, and performance on the NC Check-Ins serve as an early indicator of a student's level of preparedness for the EOG summative test.

The NCDPI does not have validity evidence to support using results from NC Check-Ins as a predictor of student performance on the EOG summative test. Even though there is evidence of a significant correlation between scores from NC Check-Ins and EOGs, this correlation evidence by itself does not signify prediction. The overall value of NC Check-Ins is the use of in-depth action-data for formative purposes throughout the year to help students and teachers adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

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- An assessment specification meeting for Reading at grade 6 was held in June 2015. The NCDPI/Test Development Section invited North Carolina teachers and educators to collaborate and develop recommendations for standards to be assessed, indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for different question types for the 2015–16 Proof of Concept Study.

- A focus group meeting for grade 6 was held in June 2016. The NCDPI/Test Development Section invited North Carolina teachers and educators to collaborate and develop recommendations for the 2016–17 NC Check-In. Focus group meetings for grades 5 and 7 were held in March and April of 2017 to collaborate and develop recommendations for the 2017–18 NC Check-Ins.

- The NC Check-Ins are aligned to the NC *Standard Course of Study* (NC*SCS*) for English Language Arts, adopted by the North Carolina State Board of Education in June 2017.

- NC Check-In 1, 2 and 3 will assess the same reading standards. All students are expected to be able to comprehend texts of steadily increasing complexity as they progress through a grade. The text complexity of the selections chosen for the NC Check-Ins study will increase throughout the year.

Reading NC Check-Ins	Standards Expected to be Assessed
GRADE 3	o RL.1, RL.2, RL.3, RL.4 o L.4, L.5.a o RI.1, RI.2, RI.3, RI.4, RI.8
GRADE 4	o RL.1, RL.2, RL.3, RL.4 o L.4, L.5.a o RI.1, RI.2, RI.3, RI.4, RI.5, RI.8
GRADE 5	o RL.1, RL.2, RL.3, RL.4, RL.6 o L.4, L.5.a o RI.1, RI.2, RI.3, RI.4, RI.8
GRADE 6	o RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 o L.4, L.5.a o RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8
GRADE 7	o RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 o L.4, L.5.a o RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8
GRADE 8	o RL.1, RL.2, RL.3, RL.4, RL.6 o L.4, L.5.a o RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8

- Each Reading NC Check-In will contain 22–24 questions. Students will see four-response-option multiple-choice questions. Each question is worth 1 point.

- Each Reading NC Check-In will include three selections. The charts below provide the anticipated number of selections (i.e., poetry, informational, literature) for each NC Check-In by grade level.

Reading NC Check-Ins Grades 3–8	Number of Poetry Selections	Number of Informational Selections	Number of Literature Selections
NC Check-In 1	0	1	2
NC Check-In 2	0	2	1
NC Check-In 3	1	1	1

Administration
The NCDPI offers three NC Check-Ins per grade level within a school year. Participation in any NC Check-In is entirely voluntary. Each NC Check-In administration has a pre-defined test window set by the NCDPI. The NCDPI may adjust the testing window within a school year to accommodate for unanticipated circumstances, such as inclement weather. Schools are given the flexibility to schedule the administration of NC Check-Ins at any time during a designated window. Proctors are not recommended for the administration of an NC Check-In. NC Check-Ins are not timed assessments. However, the recommended time for most students to complete a twenty-five item NC Check-In is about ninety minutes. It is a local decision to allow students more than ninety minutes to work on the assessment.

Student Reviews, Scores, and Reports
Teachers have access to students' test books (for paper-and-pencil administrations) or an electronic copy of the NC Check-In (for online administrations) for the reminder of the testing window to use for review sessions with students. Within five days of administering an NC Check-In and submitting student responses, school administrators and teachers have access to student, class, and school-level custom reports generated by NCDPI custom scoring and reporting software. These reports provide a summary of performance expressed as number and percent of items answered correctly disaggregated by student, classroom, and school by standard assessed. These reports are intended to support formative uses at the classroom and school level.

Summative interpretation of scores comparing performance of schools across public school units is highly discouraged because schools are not assumed to be following the same pacing or curriculum. All schools are not expected to have completed the entire scope for all standards assessed in a NC Check-In prior to the administration because delivery of curriculum is a local decision.

At the end of each NC Check-In window, the NCDPI produces a state aggregate report with the summary of percent correct by items grouped by standard. The purpose of this report is to provide a reference on the empirical difficulty of items administered in the NC Check-In.